

## Grade 2 ELA Common Core Standards

LITERATURE	INFORMATIONAL TEXT
Key Ideas and Details	
<p>ELA.2.RL.1</p> <ul style="list-style-type: none"> <li>Ask and answer questions such as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and how to demonstrate understanding of key details in a text.</li> </ul> <p>ELA.2.RL.2</p> <ul style="list-style-type: none"> <li>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> </ul> <p>ELA.2.RL.3</p> <ul style="list-style-type: none"> <li>Describe how characters in a story respond to major events and challenges.</li> </ul>	<p>ELA.2.RI.1</p> <ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> </ul> <p>ELA.2.RI.2</p> <ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text.</li> </ul> <p>ELA.2.RI.3</p> <ul style="list-style-type: none"> <li>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>
Craft and Structure	
<p>ELA.2.RL.4</p> <ul style="list-style-type: none"> <li>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> </ul> <p>ELA.2.RL.5</p> <ul style="list-style-type: none"> <li>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul> <p>ELA.2.RL.6</p> <ul style="list-style-type: none"> <li>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>	<p>ELA.2.RI.4</p> <ul style="list-style-type: none"> <li>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul> <p>ELA.2.RI.5</p> <ul style="list-style-type: none"> <li>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> </ul> <p>ELA.2.RI.6</p> <ul style="list-style-type: none"> <li>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul>
Integration of Knowledge and Ideas	
<p>ELA.2.RL.7</p> <ul style="list-style-type: none"> <li>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul> <p>ELA.2.RL.8 (not applicable to literature)</p> <p>ELA.2.RL.9</p> <ul style="list-style-type: none"> <li>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or different cultures.</li> </ul>	<p>ELA.2.RI.7</p> <ul style="list-style-type: none"> <li>Use the illustrations and details in a text to describe its key ideas.</li> </ul> <p>ELA.2.RI.8</p> <ul style="list-style-type: none"> <li>Identify the reasons an author gives to support points in a text.</li> </ul> <p>ELA.2.RI.9</p> <ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>
Range of Reading and Level of Text Complexity	
<p>ELA.2.RL.10</p> <ul style="list-style-type: none"> <li>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<p>ELA.2.RI.10</p> <ul style="list-style-type: none"> <li>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>

## Grade 2 ELA Common Core Standards

### FOUNDATIONAL SKILLS ELA.2.FS

#### Phonics and Word Recognition

##### ELA.2.RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

#### Fluency

##### ELA.2.RF.4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### LANGUAGE ELA.2.L

#### Vocabulary Acquisition and Use

##### ELA.2.L.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 2 reading and content*, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

##### ELA.2.L.5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

##### ELA.2.L.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## Grade 2 ELA Common Core Standards

WRITING ELA.2.W	
Text Types and Purposes	
ELA.2.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason that supports the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.
ELA.2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
ELA.2.W.3	Write narratives in which they recount a well-elaborated event or short-sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing	
ELA.2.W.4	(Begins in grade 3)
ELA.2.W.5	With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing.
ELA.2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
ELA.2.W.7	Participate in shared research and writing projects (e.g., explore a number of books on a single topic to produce a report; records science observations).
ELA.2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
ELA.2.W.9	(Begins in grade 4)
Range of Writing	
ELA.2.W.10	(Begins in grade 3)

LANGUAGE ELA.2.L	
Conventions of Standard English	
ELA.2.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use collective nouns (e.g., <i>group</i>).</li> <li>Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i>, <i>children</i>, <i>teeth</i>, <i>mice</i>, <i>fish</i>).</li> <li>Use reflective pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>).</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i>; <i>The little boy watched the movie</i>; <i>The action movie was watched by the little boy</i>).</li> </ol>
ELA.2.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., cage - badge; boy – boil).</li> </ol>

## **Grade 2 ELA Common Core Standards**

- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

#### **ELA.2.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

## **SPEAKING & LISTENING ELA.2.SL**

### **Comprehension and Collaboration**

#### **ELA.2.SL.1**

Participate in collaborative conversations with diverse partners about *grade 2 topics* and *texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### **ELA.2.SL.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### **ELA.2.SL.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Presentation of Knowledge and Ideas**

#### **ELA.2.SL.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

#### **ELA.2.SL.5**

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

#### **ELA.2.SL.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)